

## OUTCOMES BASED LEARNING MATRIX

**Course:** American Labor History (HIST251)

**Department:** History/Government

**Course Description:** “This course traces the changes in the nature of work and the experiences of workers in America from the colonial era to the present. This course reviews all types of American work and labor but concentrates on labor organizations. Extensive coverage is given to the following topics: work in preindustrial society; conditions of labor in early industries; growth of labor associations and organizations in the 19<sup>th</sup> and 20<sup>th</sup> centuries; labor-management relations; and recent changes in the post-industrial economy. This course emphasizes reading, writing, and critical thinking. Prerequisite: Preparing for College Reading II (ENGL092) and Introductory Writing (ENGL099, or waiver by placement testing results, or Departmental approval.”

**Approved by Department:**

**Date:**

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
Student should . . . Be able to identify individuals and the role they played in labor history.  Be able to analyze events crucial to work and labor history within their	Actively read the text, and supplements and web sites, using such techniques as underlining, highlighting, and notes to identify key individuals and events. (R & CT & TS)	Quizzes, Tests, Questions & Answers, Discussion (R & CT & W & OC)  Assessment at this level focuses on factual content (e. g., who, what, when, & how).

<p>historical context.</p> <p>Be able to analyze the changing types of work and the changing participants in the labor force.</p> <p>Be able to demonstrate this knowledge in various historical periods, including,  --the colonial era, especially the distinction between free and slave labor;  --the beginning of industrialization, especially in the New England mills;  --the late 19<sup>th</sup> and 20<sup>th</sup> centuries as industry matured;  --the changing contemporary post-industrial era.</p>	<p>Take notes on lectures to understand the nature and importance of key individuals and events. (CT &amp; W)</p> <p>Use instructor's study guides and publisher's materials and other sources to focus on key material. (R &amp; CT &amp; TS)</p> <p>Study maps to appreciate geographical context in which events occur. (R &amp; CT &amp; TS)</p> <p>Use primary documents, web sites, films, and other sources to broaden knowledge. (R &amp; CT &amp; TS)</p>	
<p>Students should . . .</p> <p>Be able to demonstrate knowledge of the philosophy of labor associations throughout American history, including,  --workingmen's parties;  --the Knights of Labor;  --craft and industrial unions;</p>	<p>Actively read the text and supplements and documents and web sites, as above, particularly to focus on labor philosophies; leaders; and legislation with different viewpoints. (R &amp; CT &amp; TS)</p> <p>Take lecture notes, concentrating on broad themes and</p>	<p>Quizzes, Tests, Questions &amp; Answers, Discussion (R &amp; W &amp; CT &amp; OC)</p> <p>Book Reviews, Reaction Papers (R &amp; W &amp; CT &amp; TS)</p> <p>Class Presentations (R &amp; W &amp; CT &amp; TS &amp; OC)</p>

<p>--the American Federation of Labor;  --the Industrial Workers of the World;  --the Congress of Industrial Organizations;  --the AFL-CIO; and Change to Win.</p> <p>Be able to demonstrate knowledge of the thinking and actions of important labor leaders throughout American history, including,  --Terence Powderly;  --Samuel Gompers;  --Eugene Debs;  --William Haywood;  --John L. Lewis;  --Walter Reuther;  --George Meany;  --Andy Stern; and others.</p> <p>Be able to demonstrate knowledge of important legislation about labor and work throughout American history; including,  --the Social Security Act;  --the Wagner Act;  --the Fair Labor Standards Act;  --the Taft-Hartley Act.</p>	<p>developments over time. (R &amp; W &amp; CT)</p> <p>Do research to gain more knowledge about key individuals and events. (R &amp; CT &amp; TS)</p> <p>Prepare Reports, Reviews, and Papers. (R &amp; W &amp; CT &amp; TS &amp; OC)</p>	<p>Research Papers (R &amp; W &amp; CT &amp; TS)</p> <p>Assessment at this level focuses on biographies, broad themes, long period of time, and more complex issues (e. g., review, explain, compare/contrast).</p>
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<p>Students should . . .</p> <p>Be able to demonstrate a depth of understanding of the history of American Labor, so they appreciate the evolution of work and worker organizations from the agrarian world of colonial America to the contemporary post-industrial scene.</p>	<p>Use a variety of materials to examine and analyze work, employers, and employees, and government policies in the past and in contemporary life. (R &amp; W &amp; CT &amp; TS)</p>	<p>Quizzes, Tests, Discussion, Reviews, Reaction Papers, Class Presentations, Research Papers (R &amp; W &amp; CT &amp; TS &amp; OC)</p> <p>Assessment at this level focuses on complex individuals, broad themes, long periods of time, and difficult issues (e.g., analyze, defend, criticize, compare/contrast).</p>
<p>To strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.</p>	<p>Referenced above</p>	<p>Referenced above.</p>

\*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

\*\*Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).